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ABSTRACT

Discussed is a comptency-based program (CBP) for certifying teachers of gifted and talented students in North Carolina by 1977. It is explained that the CBP offers an alternative to required graduate study and involves a visiting team's evaluation of the teacher's knowledge of the gifted and ability to develop and implement a comprehensive instructional plan. Described are criteria for evaluating teacher knowledge (including teaching methods and selection of instructional materials), ability to develop instructional plans (including performance objectives and evaluation procedures), and performance (including student involvement and use of materials). A major portion of the document consists of the following appendixes: a description of state program areas for exceptional children; a checklist of desirable teacher characteristics, classroom environmental factors, and student attitudes; examples of instructional strategies such as problem solving and brainstorming; a sample instructional plan for a creative writing course; a bibliography of approximately 25 books; and sample evaluation report forms for use by the visitation committee and by students. (LH)

ED105684

COMPETENCY-BASED PROGRAM

FOR

CERTIFICATION--GIFTED AND TALENTED

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

STATE DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA

1975

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Please return by March 15, 1975 Region_____

Name_____

TEACHER'S FORM

You have had an opportunity to study this packet of materials. If you decide to pursue the Competency-based Certification Program, please complete this form and return to the Gifted and Talented Section, Division for Exceptional Children, Department of Public Instruction, Raleigh, North Carolina 27611.

Through self-evaluation, you may feel that you want an opportunity to learn more about some areas covered in these competencies. Your local supervisor, staff development personnel, the regional coordinator, state staff, and university/college personnel can assist you in planning to meet your needs. As plans are made to provide inservice, coursework, institutes, etc., we need to know the topics to emphasize. There are three major sections in the CBP instrument. Under each please list the topics from the instrument that you want included in various staff development plans.

If you feel that you have already had opportunities for staff development and are now ready for a team visit, please follow the procedures as listed on pages 2 and 3.

Section I - Knowledge of Programs

Section II - Development of Plan

Section III - Classroom Performance

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INTRODUCTION

The State Board of Education mandated in June, 1972, that all teachers of exceptional children are to be certified in their area of exceptionality by September, 1977. Federal Court cases and the Office of Civil Rights have reinforced this need as they examine programs and credentials of professional staff working with exceptional children. Staff in the State Department of Public Instruction have been working to help our teachers of the gifted meet these standards. We are cognizant of our teacher competency in content and of the lack of institutions to which our people can turn for help. With no presently approved university plan (although several are being processed), we have been given more flexibility than other areas of exceptionality in helping our teachers meet the deadline.

This packet has been designed during the past three years through the endeavors of the State staff, national and state leaders in gifted and talented education, and teachers in North Carolina as a means to assist teachers of the gifted to reach the mandate of the State Board.

Theodore R. Drain

Theodore R. Drain, Director
Division for Exceptional Children

J. Arthur Taylor

J. Arthur Taylor, Director
Division of Certification

STATEMENT OF PROCEDURE

Teachers who are interested in having the certification endorsement in gifted and talented placed on their existing certificates have two routes to consider: (1) They may take eighteen (18) semester hours in exceptional children and gifted education. Several North Carolina universities and colleges are now beginning to offer enough coursework to meet the 1977 deadline. Many teachers will decide to apply these hours to an advanced degree. (2) The Competency-based Program offers an alternative. The plan for the Competency-based Program is presented here.

Procedure

1. The teacher receives the CBP information which includes the competencies.

2. Regional, area, or school unit meetings will be held to answer questions and to give explanations as needed.

3. The teacher decides whether to take 18 semester hours or to request the Competency-based Program.

If the CBP is selected, these steps should be followed:

1. The teacher uses this CBP instrument for self-evaluation. During this time, the teacher may request assistance through inservice, local staff development programs, coursework, institutes, or independent study.

2. Preparation for an evaluation/assessment team visit to the class means the teacher should:

   a. Have copies of the instructional plan to send to team members. (These will be forwarded to the Gifted and Talented Office when the local supervisor notifies this office that a visit is requested.)

   b. Notify local supervisor who is responsible for the gifted program. The supervisor should verify that the teacher is ready for a team visit.

3. The local supervisor notifies the Gifted and Talented Office, Raleigh, that a team visit has been requested and sends three copies of the teacher's instructional plan.

4. The SDPI staff member who is responsible for the Region from which the request comes arranges for the team to visit and sets dates, etc., through the local supervisor.

5. The team will interview the teacher the afternoon before visiting in classes.

6. The team visits in class (one at a time).

7. The team meets to share observation reports.

8. The team and teacher meet together again to review the assessment/evaluation. The teacher may request the supervisor and/or principal to attend all or part of this meeting.

9. The team using the form similar to Appendix F, recommends in writing to the Gifted and Talented Section of the State Department of Public Instruction: (1) that the teacher has met the criteria in the CBP or (2) that the teacher needs additional work to meet the criteria.

10. The Gifted and Talented Section will evaluate the team report and write the results to the teacher and to the Director, Division of Certification, SDPI. If the teacher has reached the level of competence to warrant the endorsement, the Gifted and Talented Section Coordinator requests that the endorsement be placed on the teacher's existing certificate.

    However, if additional work is recommended, the Coordinator will notify the teacher, the supervisor and the Director, Division of Certification, of the areas of work needed. The teacher may take college/university courses, attend credit institutes for teachers of the gifted, or work through local staff development credit courses to satisfy these deficiencies. These credit results will be submitted directly to the Director, Division of Certification, SDPI.

THE COMPETENCY-BASED PROGRAM FOR CERTIFYING TEACHERS FOR THE GIFTED AND TALENTED IN NORTH CAROLINA

Teachers applying for certification through the Competency-based Program as instructors for the gifted and talented program in the North Carolina elementary and secondary schools will be evaluated on the basis of knowledge of information and principles about the gifted and talented program and demonstrated competency in applying this information in developing and implementing a comprehensive instructional plan. Items of information to determine the extent of knowledge of applicants will consist of samples of basic information concerning the gifted and talented program as well as information about the State's programs for exceptional children. Informational items used in this part of the evaluation will change periodically.

The major emphasis in the competency-based evaluation of gifted and talented teachers, however, will be centered around the teacher's ability to develop and implement effectively a comprehensive instructional plan. Through the development of a comprehensive plan, the teacher will be able to demonstrate:

- The use of pertinent information in developing a plan, especially the ability to analyze students' strengths, weaknesses, needs, and potentials
- The use of resources, human and other, in developing a plan
- Knowledge of the basic components and principles in instructional planning
- The ability to formulate appropriate instructional objectives
- The ability to select instructional activities (strategies) that are related to student needs and stated objectives
- The ability to plan instructional activities in appropriate time blocks and sequential order
- Creativity in the planning of instructional activities
- Knowledge of a variety of instructional approaches, materials, equipment, and other resources
- The ability to formulate procedures for appraising ongoing instructional activities as well as for evaluating the performance of students in terms of stated measurable objectives

Through the implementation of the instructional plan, the teacher will be able to demonstrate:

- The ability to put theory and knowledge into practice
- The ability to follow plans by the effective use of instructional procedures, materials, equipment, and other resources
- The ability to relate to students on individual and group bases

- The ability to help students learn and change in a positive manner

- The ability to help students clarify their values

- The ability to meet instructional objectives that are written in terms of measurable behavioral change on the part of students

There are several excellent reasons for the emphasis on appraising teachers' competency by evaluating their ability to develop and implement an instructional plan. First, these procedures focus on the development of a product (the plan) and performance (the implementation of the plan), and, as such, represent a valid and direct measure of teacher competency. In the same vein, these processes give the teachers the opportunity to demonstrate that they not only have knowledge but that they can put knowledge and theory into practice. In the second place, the recommended procedures for evaluating teachers are consistent with those used in evaluating a school system in the newly adopted accreditation procedures for North Carolina. The evaluation of teachers with the same methods used for evaluating the school system is logical and promises to be most efficient and productive. Finally, the evaluation of the development and implementation of a plan emphasizes student performance (results) in addition to process or techniques. Such an emphasis places accountability on the part of teachers in the proper perspective and should be a positive step in insuring that students receive a quality education.

Recommended Evaluation Procedures

In order to carry out any evaluation procedure effectively, all concerned--the teacher, the evaluators, and the individuals using the evaluation information--should be thoroughly familiar with the evaluation procedures and standards. It is desirable, therefore, that these individuals, especially the teachers to be evaluated, be given all materials and information used in the evaluation procedure. Furthermore, the teacher who is being judged should be given a copy of the evaluation report, with an oral explanation, that indicates both strengths and weaknesses. The teacher can then plan appropriate corrective actions: inservice workshops, institutes, and college/university coursework as provided by the Region, State Department, and/or university. The assessment team also will be alert to the appropriateness of items and indicators to the grade levels and subject matter areas.

SECTION I

CRITERIA FOR EVALUATION OF TEACHERS' KNOWLEDGE

In order to be an effective teacher of gifted and talented, a teacher must have a thorough knowledge of principles, procedures, materials, and resources that have been found to be useful with this type of student. Much of this information will be elicited in the interview and instructional plan.

	Yes	Needs Improvement
A. Knowledge of the total program for exceptional children		
Given a list of twelve program areas for exceptional children provided by the Division for Exceptional Children, N.C. Department of Public Instruction, the teacher will be able to describe briefly (without reference) the twelve program areas. (The team will discuss programs with the teacher during the interview before visitation to classes.)	___	___
B. Knowledge of the gifted		
1. The teacher will be able to list characteristics that he possesses that will qualify him as a teacher for gifted and talented students. (The teacher can conduct a self-evaluation using Appendix B, Part I.)	___	___
2. The teacher will be able to explain five teaching methods (such as lecture, discussion, inquiry) that are appropriate in working with the gifted and talented.	___	___
The team will look for application of a variety of methods in the plan and in performance.		
A description of one teaching method follows:		
A lecture is used to give needed facts or background information that cannot be easily obtained by the students. It should be well organized and should meet objectives for lesson.		
3. The teacher will be able to discuss in the interview criteria that are appropriate in selecting materials and equipment for teaching the gifted and talented.	___	___

	Yes	Needs Improvement
4. The team will look for application in the plan and in performance as to the ways the teacher assesses student progress.	___	___
5. The teacher will be able to discuss the ideas of three or more leaders in gifted education and tell how their ideas have helped him/her. (See attached bibliography for suggestions, Appendix E.)	___	___

SECTION II

DEVELOPMENT OF A COMPREHENSIVE INSTRUCTIONAL PLAN

Instructional planning would include the development of a semester or annual plan and plans that would cover small units of work that might require from one day to several weeks to implement. The semester or yearly plan would be relatively general, and as such, would include (1) semester or annual objectives, (2) broad activities or strategies, and (3) evaluation procedures designed to determine whether long-term objectives are reached. The daily or weekly plan, on the other hand, would be detailed expressions of the more global comprehensive plan and would outline objectives, procedures, and evaluation plans for instructional units for a day to several weeks. The long-term plan would include:

- Description of learning environment and needs of students (situation analysis)
- Statement of long-term goals based on needs and priorities
- The development of specific objectives
- List of instructional strategies or procedures
- Evaluation procedures
- Statement of needed resources

In the short-term plan:

- Unless there are major changes, the situation analysis and the learning priorities would be the same as those developed for the long-term plan
- Specific objectives would be developed only for the instructional unit under consideration
- The evaluation procedures would also be limited to the instructional unit under consideration
- Resource needs would be limited to current instructional unit

Instructional plans have common elements that the teacher would be expected to include. However, plans have to be flexible and will of necessity vary according to grade level, subject matter emphasis, process emphasis, self-contained class, resource situation, etc. Teachers writing plans must ever be alert to the need to change their planning as new students come into the class or different situations arise.

A sample instructional plan is included as Appendix D.

CRITERIA AND STEPS FOR DEVELOPING AN INSTRUCTIONAL PLAN

The criteria which follow attempt to emphasize the common elements of a plan. The teacher will have to adapt these criteria to his/her own situation.

Criteria for an Instructional Plan

	Yes	Needs Improvement
A. Analysis of Students and Learning Environment		
The teacher can:		
1. Summarize achievement and aptitude test data for a class	___	___
Indicators		
a. Basic achievement data summarized to indicate average achievement, range of achievement, and distribution of achievement between low and high		
b. Same as above for IQ--but also list of students who are underachieving, achieving near grade level, and overachieving when considering achievement in relationship to mental ability--taking into consideration students of various backgrounds		
c. Teacher-awarded grades in distribution		
2. Summarize information about students in the affective domain	___	___
Indicators		
Available attitude or interest scores summarized as in 1.a. above; teacher observations summarized		
3. Have awareness of and identify weaknesses and strengths of groups of students and individual pupils in areas of knowledge, skills, and attitudes	___	___
4. Identify personal strengths and weaknesses	___	___
5. Identify other barriers to effective teaching and learning	___	___
Teacher may use the Environmental Checklist in Appendix B, part II.		

	Yes	Needs Improvement
6. Establish priorities of concepts and learning experiences according to identified needs of students in the class	___	___

Indicators

Teacher can explain in relationship to analysis, the rationale used in establishing learning priorities. If he/she does not have data to support a learning priority, he/she needs to justify the choice verbally.

B. Establishment of Objectives

The teacher can:

Write objectives for the major subject areas and activities which are conducted for the gifted and talented in both the cognitive and affective domains	___	___

Indicators

a. Each objective is written in terms of student performance. It specifies the extent of change for a specific behavior, the period of time required for the behavioral change, and the method to be used for evaluating the change.

b. Objectives should be realistic in terms of student potential and of instructional and learning barriers.

c. Objectives should reflect student problems which were identified in the analysis of student data.

C. Selection of Strategies

The teacher can:

1. Use research and program literature, authorities, and other sources in selecting strategies	___	___
2. Establish completion deadlines for all major instructional activities or units of work	___	___

Indicators

In both the long and short term plan, a time line indicates when major activities are to begin and end.

3. Satisfactorily explain how selected instructional strategies are related to student needs and stated objectives (See Appendix C)	___	___

	Yes	Needs Improvement
4. Select instructional strategies to allow for student creativity and the use of personal talents	___	___

Indicators (See Appendix C)

D. Evaluation

The teacher can:

1. Develop evaluation plans for all stated objectives	___	___

Indicators

An evaluation plan has been written for each objective which clearly outlines what information will be collected, when it will be collected, how it will be summarized, and how it might be used.

E. Resources

The teacher can:

1. Identify and obtain appropriate materials, equipment and resource people that are available for carrying out planned instructional activities	___	___
2. Use a variety of appropriate materials, equipment, and other resources in developing the instructional plan	___	___

SECTION III

CRITERIA FOR TEACHER'S PERFORMANCE

When the team members visit the teacher's class, they will be looking for the following criteria. The team and the teacher will realize that everything cannot be included or seen in one day. The teacher's plan will include much that cannot be demonstrated in one team visit; and coupled with the teacher inputs in the pre and post interview, a comprehensive picture can be developed by the team in appraising the teacher. The teacher and team should refer to Appendix B, Part III for additional indicators for performance criteria.

Criteria for Performance	Yes	Needs Improvement
1. Teaching-learning activities are directly related to proposed objectives in plan.	___	___
Indicators		
a. From interviews with teachers and students, observations of teacher's performance, and the teacher's written evaluation in the plan, the visitation team will decide if teaching-learning activities are directly related to objectives.		
b. Student understands the learning objectives that the teacher has for him.		
2. Appropriate evaluation procedures related to the objectives in the plan are operational.	___	___
Indicators		
Evaluators will determine whether evaluation procedures listed in the plan are being implemented or have been completed.		
3. Student performance indicates that objectives are being or have been met.	___	___
Indicators		
Teacher has documentation that will indicate the extent that the objectives have been met at the time of the observation.		
4. Students are involved in activities that are related to their interests, talents, and needs.	___	___
Indicators		
a. Students report learning activities are relevant.		

	Yes	Needs Improvement
b. Students indicate through behavior in class that they are interested and motivated.		
c. The teacher can demonstrate and students concur that students' special talents, interests, and needs are employed in planning and carrying out learning activities.		
d. Learning activities are exciting to students.		
e. Students feel fortunate to be in the teacher's class.		
5. Students are involved in a variety of learning activities such as self-direction, planning, inquiry, problem-solving, decision-making, forecasting, leadership, creativity, and convergent and divergent thinking.	___	___
Indicators		
From student and teacher evaluations and from observations, the evaluators will determine whether students are involved in a variety of learning activities.		
6. Students use a variety of materials, equipment and other resources in their learning activities	___	___
Indicators		
From observations and from student and teacher evaluation, determine whether a variety of equipment, materials, and other resources are used by students in their learning activities.		
7. Students are stimulated to think and use information in addition to being involved in learning facts. They have opportunities to analyze, synthesize, and evaluate information.	___	___
8. The learning climate enhances the teaching-learning process.	___	___
Indicators		
a. Students indicate that they receive encouragement, support and positive criticism from their teacher.		
b. Students learn in a relaxed but organized environment.		
c. Students are unthreatened by their peers or teachers.		

	Yes	Needs Improvement
d. The physical environment where students learn is attractive and comfortable		
e. Appropriate resource learning materials are available		
f. Opportunity for children to want to learn is evident.		
9. The teacher has the desire for learning and growth.	___	___
Indicators		
a. The teacher demonstrates intelligence and alertness.		
b. The teacher demonstrates high interest and enthusiasm for teaching and learning with the gifted and talented.		
c. The teacher demonstrates involvement in self-evaluations and reacts positively to evaluations from others.		
d. The teacher has a good working relationship with principals, supervisors, parents, students, and peers.		

APPENDIX A

DESCRIPTION OF STATE PROGRAM AREAS FOR EXCEPTIONAL CHILDREN
(Excerpted from Policies and Regulations, 1974-75,
Division for Exceptional Children, Department of Public Instruction)

CRIPPLED CHILDREN

Any child who has a crippling physical disability making it inadvisable for him to participate in the regular classroom program of the public schools is eligible for a special class program for crippled children. Qualifying disabilities are those of a serious, long-term, permanent, or progressive nature and may include disabilities resulting from orthopedic, cardiac, or other systemic conditions.

EDUCABLE MENTALLY RETARDED

The term educable mentally retarded refers to the individual's current status with respect to his intellectual functioning and adaptive behavior. The intellectual functioning of the educable mentally retarded is equivalent to the "mildly retarded" range in the American Association on Mental Deficiency classification system, but also includes an extension upward into the lower portion of the A.A.M.D. "borderline" range and an extension downward into the upper portions of the A.A.M.D. "moderately retarded" range. This functioning level requires adaptations, modifications, and additions to the regular classroom program and its curriculum.

The adaptive behavior refers primarily to the effectiveness of the individual in adapting to the natural and social demands of his environment. It has two major facets: (1) the degree to which the individual is able to function and maintain independently, and (2) the degree to which he meets satisfactorily the culturally imposed demands of personal and social responsibility.

EMOTIONALLY DISTURBED

The emotionally disturbed child or adolescent, for the purposes of the program for exceptional children, is one who, after receiving supportive and counseling services available to all students designed to improve adjustment and learning, continues to either manipulate or be manipulated by emotional factors and fails to cope with the regular education program. This may be manifested by an inability to develop emotionally and socially, to learn at the same rate as his or her classmates and by a need for special education services. Children and youth served by this program may be said to have "primary emotional problems," i.e., behavior and learning difficulties often referred to as social maladjustment, adjustment reaction, neurosis, psychosis, autism, etc. This definition does not include those students whose learning and adjustment problems are primarily due to:

1. mental retardation
2. severe sensory or physical handicaps
3. ordinary classroom behavior problems and social problems resulting from delinquency and drug abuse

GIFTED AND TALENTED

The term "gifted and/or talented child" shall mean a pupil properly enrolled in the public school system of North Carolina who possesses the following qualifications (amended by the State Board of Education on March 4, 1971):

1. An intelligence quotient test (IQ) score of 120 or higher on a standardized group test of intelligence
2. A majority of marks of A and B
3. A standardized academic achievement test score of average or above
4. A recommendation by his teacher or principal
5. And/or possess other characteristics of giftedness and talents to the extent that they need and can profit from programs for the gifted and talented

HEARING IMPAIRMENTS

Hearing impaired children are those with hearing losses which are handicapping educationally and developmentally and include those children who may later be educationally classified as hard-of-hearing as well as those who may later be classified as deaf.

a. Hard-of-hearing children are those whose hearing is defective but still functional, with or without a hearing aid, for the ordinary purposes of life.

b. Deaf children are those whose hearing is not functional for the ordinary purposes of life.

HOMEBOUND

Any child who is disabled to the degree that it is impossible or inadvisable for him to attend public school even with the provision of special classes and transportation is eligible for a program for homebound children. He must be capable of profiting from an educational program, be eligible for enrollment in a public school, and be expected by competent medical authority to be away from the classroom for a minimum of four weeks.

Eligibility for home instruction does not include children whose major disability is a communicable disease, mental retardation, impaired speech, language, hearing or vision, or serious emotional disturbance. (However, if an attending physician deems home instruction a necessary part of the child's habilitation, that child may receive home instruction.)

HOSPITALIZED

Any child who is confined to a general or psychiatric hospital for treatment or for a long period of convalescence is eligible for a program for hospitalized children. He must be capable of profiting from an educational program, be eligible for enrollment in a public school, and be expected by competent medical authority to be away from the classroom for a minimum of four weeks.

Eligibility for hospital instruction does not include children who have a communicable disease.

LEARNING DISABLED

The child with a learning disability exhibits a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, and many other terms. Characteristically, the child with a learning disability shows a strong contrast between his measured intellectual potential and his actual level of academic achievement.

MULTI-HANDICAPPED

Any child who has a combination of two or more handicaps that would generally result in exclusion from other educational programs and services provided by the public schools would be eligible for a special program for multi-handicapped children.

NOTE: An example of a multi-handicapped child would be the deaf-blind child whose educational needs cannot be met adequately in any of the programs for children with one handicap. There might also be other multiple handicaps that might require special classes.

SPEECH AND LANGUAGE IMPAIRED

Pupils requiring speech and language services are those who evidence (a) defective production of phonemes (speech sounds) that interfere with ready intelligibility of speech, (b) abnormality in pitch, loudness or quality resulting from pathological conditions or inappropriate use of the vocal mechanism that interferes with communication or produces maladjustment, (c) disruptions in the normal flow of verbal expression that occur frequently, or are markedly noticeable and are not readily controllable by the pupil, (d) disability in verbal learning resulting in markedly impaired ability to acquire, use or comprehend spoken, read written language where no significant degree of sensory or motor incapacity, mental retardation, emotional maladjustment or environmental disadvantage is present as the primary disabling condition or (e) delayed language acquisition resulting from sensory or motor incapacity, mental retardation, emotional maladjustment or environmental disadvantage.

TRAINABLE MENTALLY RETARDED

To be eligible for enrollment in a public school program for the trainable mentally retarded, elementary and secondary levels, a child must:

1. Have attained his sixth birthday but not his eighteenth birthday provided that a child attaining his sixth birthday in the ensuing school year may be admitted at the beginning of the school year, and provided further that a county or city board of education may enroll older youth between their eighteenth and twenty-first birthdays in a secondary class designed for eligible children in the 15 to 21 age group.

2. Be adjudged not capable of placement in a class for educable mentally retarded.

3. Have had a recent medical examination and be free from communicable diseases. The medical report shall include the child's physical limitations and the physician's recommendations pertaining thereto.

4. Have a moderate degree of mental retardation as indicated by tests of mental ability individually administered by a qualified psychologist or psychological examiner. The intelligence quotient shall be in the 30-50 range which includes one standard error of measurement on the Stanford-Binet Intelligence Scale, or on a test of equal validity and equivalent norms (e.g., Leiter International Performance Scale, Cattell Infant Intelligence Scale, Merrill-Palmer Scale of Mental Tests). The Vineland Social Maturity Scale may be substituted when administration of the Stanford-Binet or its equivalent is not feasible. Deviations from this regulation shall be made only with written approval by the Director, Division for Exceptional Children.

VISUALLY IMPAIRED

1. Blind Children: Those who have so little remaining vision that they must use braille as their reading medium.

2. Partially Seeing Children: Those who have a loss of vision but are able to use regular or large type as their reading medium. These will generally be children who have a visual acuity between 20/70 and 20/200 in the better eye after correction.

3. Legal Blindness: Those who have a visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the widest diameter subtends an arc no greater than 20 degrees. This definition applies to those children eligible to receive books and materials provided from federal funds.

APPENDIX B

SELF-STUDY CHECKLIST

I. Desirable Characteristics of Teachers of the Gifted and Talented

. Possesses knowledge of gifted/talented children
- characteristics
- identification
- evaluation procedures

. Is flexible, able to modify, bend with the wind, change direction

. Is tolerant of ambiguity

. Is able to meet challenges and be challenged by students

. Is knowledgeable in broad and specific content areas, is willing to learn, is eager for more knowledge, is able to find information and has the ability to apply what he/she has learned

. Is open-minded to change and constructive criticism

. Practices a variety of teaching styles

. Is able to identify individual student learning style(s) and direct curriculum in ways to meet these styles

. Has a positive self image and attitude and a sense of humor

. Has the ability to analyze and organize

. Is creative and innovative, is able to see unusual relationships, and is able to create or find materials for class use

. Is willing to give extra help to students, is patient

. Is able to find, make contact and use community resources

. Is able to communicate with others and to listen

. Is able to reach an equilibrium between the cognitive and affective areas

. Is able to recognize and develop multi-talents in students

. Has the ability to transfer theory into practice and to teach processes

. Is able to accept failure and to move into new directions/strategies

. Recognizes and appreciates beauty

. Is consistent in expectations of students and stimulates them to do their best

. Takes advantage of professional growth opportunities

. Plans

. Becomes a part of the total school program

. Is able to adapt methods and curriculum to meet needs of students

. Is ambitious

. Helps students develop their values and a value system

II. Environmental Checklist

. Student work displayed

. Student selection of materials, books, projects

. Evidence of teacher-pupil planning

. Evidence of different teaching-learning styles

. Attitude of freedom and mutual respect

. Various materials, books, and supplies

. Evidence of student choices and self management

. Adequate room size, good use of space and color, flexible use of furniture

. Noise level and temperature are conducive for learning

. Administrative and community support

III. Student Attitude Checklist towards Program

. Class activities are related to student interests and needs

. Learning activities in class are exciting to students

. A variety of materials, books, and equipment is available for student use

. The learning environment (setting in classroom) is relaxed but organized with individual student participation

. Students receive encouragement, support, and positive criticism from the teacher

. Teacher is aware that student is an unique individual

. The class activities in which student is involved helps make him a better individual

. Student understands the learning objectives that the teacher has for him

- The teacher makes student want to do his best
- The classwork and activities are a challenge to the student
- Student feels fortunate to be in this teacher's class
- Student has an opportunity to participate in planning some learning activities
- Teacher is willing to learn with students
- Students are urged to build on to what they have learned, to produce something brand-new
- Using logic and reasoning processes to think through complicated problems (and prove the answer) is a major activity
- A central concern is practicing methods in life-like situations to develop skill in solving problems
- Students are encouraged to explore independently and to begin new activities
- Students are encouraged to discover as many solutions to problems as possible

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Footnote: Last five items listed are taken from a list compiled by Joe Steele and Earnest House, Illinois Program Evaluation Committee.

APPENDIX C

These interrelated activities and methods are
suggested strategies for Items 3 and 4, Section II C.

A. Self-direction activities give alternatives, allow students to make decisions, allow students (when possible) to schedule own time and activities.

B. Inquiry refers to a teaching-learning style (frequently called the Scientific Process) that is based on involvement and investigation on the part of the students with the teacher's role that of a facilitator. The process uses some specific steps in skills development:

what is the problem/topic?
collection of known "facts"
statement of a hypothesis or a question
on the problem
research/investigation
re-evaluation of hypothesis
presentation of material/communication
evaluation

C. Problem-solving A problem offers an opportunity to grow positively. Problem solving involves creative production through opening the storehouse of accumulated knowledge, supplying of new information, offering time to incubate, synthesizing new ideas, evaluating, reacting. Problem recognizers are those who know how to ask new questions, who see in a situation new ways.

D. Productive thinking involves both divergent and convergent thinking. Divergent thinking is a generation of information where the emphasis is upon variety, originality, and quality of output from the same source.

Convergent thinking is the generation of information from given information, where the emphasis is upon achieving unique or conventionally best outcomes.

The critical differentiation of the two kinds of operations (divergent and convergent production) is that the kind of response is completely specified in convergent production and not in divergent production. If you were asked to name American writers who lived in the first half of twentieth century, you would have a number of names. If, however, you were asked the name of the American woman novelist living in the first half of the twentieth century, who wrote a story about an archbishop, your answer should be "Willa Cather." The first case is divergent production, and the second is convergent production. In divergent production, many answers are elicited; in convergent production, one or only a few.

E. Brainstorming is an excellent activity which precedes many thinking processes.

F. Decision-making has the students involved in experimental evaluation, logical evaluation, and judgment. Students will be identifying, considering, and judging all of the possible alternatives. The teacher will need to provide for students opportunities to (1) discuss the situation; (2) examine all possibilities or arguments for and against; (3) give weight to arguments presented or expressed; (4) come to their decision as the best decision according to their logic and evaluation. The ability to make decisions is basic to living and interacting.

G. Planning - The teacher gives students an opportunity to develop their planning (or organizing) ability. The student should learn to consider goals; objectives; requirements of time, manpower, and resources; procedures. Students should be provided an opportunity to develop from simple planning skills to the complex planning skills.

H. Forecasting is an ability requiring conceptual foresight, analyzing the situation, and social awareness. "The forecaster is sensitive and aware of conditions that shape and determine future events. His sensitivity involves a quick and keen perception of human nature and an understanding of courses and their effect." (Eberle) The teacher needs to provide opportunity to develop this talent with "if" questions and other activities that require predicting.

I. "Creativity is the ability to be original, to sense problems, and to generate novel, unique and useful solutions. Involved are the invention, composition, design, or production of ideas, products, expression." (Eberle) The teacher needs to provide opportunity for students to think creatively--open-ended questions, short exercises to stretch thinking, divergent-convergent thinking activities, etc.

(Some of these definitions and indicators were developed by using the following books for reference:

Project Implode, Igniting Creative Potential. Bella Vista Elementary School, Salt Lake City, Utah or Dr. Calvin Taylor, Department of Educational Psychology, University of Utah, Salt Lake City, Utah.

Eberle, Bob. Classroom Cue Cards. D.O.K. Publishers, Inc., Buffalo, N.Y.

Parnes, Sidney and Harold Harding, editors. A Source Book for Creative Thinking. Charles Scribner's Sons, New York.)

APPENDIX D

SAMPLE INSTRUCTIONAL PLAN FOR A CREATIVE WRITING COURSE

Introduction: This instructional plan is designed to improve the creative writing performance of twelve juniors and ten seniors enrolled in a secondary school in the Piedmont section of North Carolina. These students meet as a class for 60 minutes per day, five days a week, nine months per year. In a typical school year these students would be involved in approximately 180 instructional hours in this course under the direct supervision of one teacher.

A. Analysis of Students and Learning Environment

The 22 students in the creative writing class were actively recruited on the basis of a criteria developed by English teachers in the school's language department. All participating students, therefore, had demonstrated above average achievement and/or performance in creative writing. Although test scores were not used primarily for selecting students, the students as a group were above the national average on reading and English achievement tests as well as on a group intelligence test.

In comparison with national norms, the average student in the creative writing class surpassed 75 percent of the students in the nation on the total reading score on the California Reading Test. All of the students in the class were above the average student (50 percentile) in the nation on the total reading score. Similar results were observed on the Cooperative English Test and a mental ability test. On total English the average student in the class surpassed 77 percent of the students from the national sampling whereas the average IQ of 118 surpassed 72 percent in the national group. An analysis of part scores reveals that the group as a whole are relatively weaker on vocabulary and mechanics of expression. (See attached scores for individual students and summaries.)

All students in the class were selected because they are highly creative. Three of these students are below average in English usage, whereas five are judged as superior writers (see attached list). At least a third of the class has little interest in formal grammar or spelling. The background and

experience of the teacher tend to make her more concerned about form than about content and creativity.

The climate for teaching a class in creative writing is superior. Although students were nominated for the class, four or more classes could have been organized on the basis of interest. Parent and adult interest has also been high. A local university has offered creative writing for adults for the last three years, an effort that has involved approximately 180 adults. A number of these adults have volunteered to act as lay readers and/or advisors to students enrolled in creative writing in the surrounding high schools. The interest among adults obviously has transferred to the school level. Activity and interest among students and English teachers has increased significantly.

B. Establishment of Learning Priorities

On the basis of the analysis of the students in the class and their learning environment and the objectives established for the creative writing course, the following learning priorities were established.

1. Each student in the class will have the opportunity to express himself creatively in a number of forms, i.e., prose, poetry and orally.

2. Each student in the class will be encouraged to express himself with standard English.

3. Each student will have an opportunity to read creative composition that was written by national and international authors.

4. Each student will have the opportunity to react to adult writers in individual and group conferences and seminars.

C. Establishment of Objectives

1. At least 18 of the 22 students in the class will make significant improvement during the school year in creative writing between pre and post writing samples as evaluated with criteria developed by local writers and the high school English faculty.

2. At least 11 of the 22 students in the class will make significant gains in vocabulary during the school year as evaluated with criteria developed by local writers and the high school English faculty.

3. The students in the class will make significant improvement in punctuation, spelling and usage as determined by pre and post test scores obtained from the California Achievement Test.

D. Establishment of Instructional Strategies

The major strategies employed in meeting the objectives for this course are as follows:

1. At the beginning of the course each student will be assigned an adult advisor from the community (professional and lay mentors) who will be responsible for working with the teacher to insure maximum growth for the advisee.

2. Criteria will be developed for judging the writing performance of students.

3. At the beginning of the course, each student will be administered the language section of the California Achievement Test and be requested to provide a writing sample on a selected topic. The results on these two performances will be used for evaluating student achievement as well as for guidance purposes.

4. A schedule will be developed to insure one-to-one and group interaction between and among pupils and adult advisors.

5. With the help of adult advisors, examples of creative writings will be selected and made available for student consumption.

6. A schedule will be developed for inviting outstanding creative writers and other creative artists to speak to the students in the class.

7. At least every third week during the school year a sample of each student's writing will be evaluated by the student's adult advisor.

8. Near the end of each semester, a writing sample by each pupil will be evaluated by the total group of adult advisors (mentors and teachers).

9. A variety of reference materials, including a thesaurus for each student, will be available to the student throughout the course period.

10. Students with special writing problems (i.e., spelling, usage, punctuation) will be given special remedial exercises.

11. Throughout the course students will be given the opportunity to think creatively. Open-ended questions, short exercises to stretch thinking, divergent and convergent thinking exercises, creative problem-solving, inquiry process, etc. will be employed.

12. Each four weeks the teacher will make a subjective assessment of each student and the entire class and make necessary instructional adjustments.

13. On the basis of the subjective assessments, each student will be requested to establish appropriate achievement objectives for himself.

14. On the basis of the subjective appraisal, the teacher will develop a detailed plan for the next weeks of the school year.

15. At the end of the school year, each student will be requested to produce his or her final writing sample and take the language section of the California Achievement Test.

16. Evaluation of class will be made and interpreted to students, adult advisors, and English faculty.

E. Evaluation

The evaluation consultant in the central office will be assigned the responsibility for conducting the formal evaluation of this course. He will be responsible for:

1. Working with teachers and advisors in establishing performance criteria

2. Summarizing and interpreting data

The basic evaluation design is to:

1. Establish criteria for success

2. Collect writing sample and test results at start of course

3. Collect writing sample and test results at end of course

4. Contrast results between pre and post data to determine whether objectives are met

The teacher and the adult advisors will be responsible for more subjective and informal evaluations, such as reacting to individual assignments and determining if instructional activities are on target.

F. Resources

In order to reach the objectives outlined in this instructional plan, the school will provide a thesaurus for each student, selected reference materials, test materials, and time for out-of-class activities. The teacher will work with a local university in order to provide an adult advisor to each student during the entire course period.

APPENDIX E

SELECTED BIBLIOGRAPHY FOR TEACHERS SEEKING
CERTIFICATION IN GIFTED AND TALENTED EDUCATION

The following listing contains books and materials you should be familiar with as you work toward competency-based certification by 1977. A more extensive bibliography has been distributed at workshops and is available from the Gifted and Talented office.

Bloom, Benjamin S., et.al. Taxonomy of Educational Objectives: Handbook I: Cognitive Domain. New York: David McKay Company, 1956. $2.50

The authors state in the Foreword that this book is "an attempt to build a taxonomy of educational objectives." It is designed to aid teachers and administrators in developing curriculum and in class planning. The more precise definitions afford a basis for communication among educators.

Bransford, Louis A., et.al., editors. Cultural Diversity and the Exceptional Child. Reston, Virginia, Council for Exceptional Children. 1973

The collection of articles will help teachers understand various learning styles as well as cultural differences.

Bruner, Jerome S. The Process of Education. New York: Vintage Books. 1963

This book was written as a result of a 1959 meeting of scientists, scholars, and educators who discussed ways to improve science education in primary and secondary schools. The resulting book, however, discusses the learning process in general.

Eberle, Robert F. Teachers' Handbook for Identifying and Cultivating Intellectual Talent. Edwardsville, Illinois: American of Edwardsville, 1969.

Presents a system for identifying and ordering intellectual talent. Prepared specifically to assist teachers in use of instructional strategies to cultivate a wide range of intellectual processes.

Eberle, Robert F. Classroom Cue Cards for Cultivating Multiple Talents. Buffalo, N.Y.: D.O.K. Publishers, Inc. 1974

Teachers will find this book a handy reference suggesting ways to encourage students to develop various thinking abilities.

Gallagher, James J. Teaching the Gifted Child. Rockleigh, New Jersey: Allyn and Bacon, 1970. $7.95

Discusses areas of important change: development of curricula for talented students; increased interest in encouraging independent inquiry; clarifying the definitions of "giftedness" in both achievers and underachievers. This book has been rewritten and will be republished in 1975.

Gowan, John and E. P. Torrance, ed. Educating the Ablest. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971.

A book of readings by major authors about the education of gifted children.

Krathwahl, David, et.al. Taxonomy of Educational Objectives, the Classification of Educational Goals, Handbook II: Affective Domain. New York: David McKay Company, 1964. $2.50

An organized and researched method of looking at feelings and their relationship to thinking. A good technical study of the ideas behind the importance of how one receives, responds, etc. in order to learn.

Kibler, Robert J. et al. Behavioral Objectives and Instruction. Boston: Allyn and Bacon, Inc. 1970
The authors discuss several kinds of objectives and uses; they demonstrate objectives in cognitive, affective, and psychomotor domains and in several subject matter areas.

Laybourne, Kit, ed. Doing the Media: A Portfolio of Activities and Resources. New York: Center for Understanding Media. 1972
A book that compiles activities used by teachers will be of practical use to teachers. It involves a variety of media and includes inexpensive ideas. For theory that gives background understanding of our world of media, read Understanding Media: The Extensions of Man by Marshall McLuhan, New York, Signet Books, 1964.

Learning, the Magazine for Creative Teaching. 1255 Portland Place, Boulder, Colorado 80302.
Articles concerning up-to-date theory as well as practical suggestions for the classroom.

Lyon, Harold C. Learning to Feel, Feeling to Learn: Studies of the Person. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971
A resource book for teachers on Humanistic Education, the integration of thinking and feeling with actual humanistic techniques presented that may be applied to classroom situations. This practical book includes a bibliography of books, journals, films and tapes which may be used to expand these two major concepts.

Mager, Robert F. Preparing Instructional Objectives. Belmont, California: Fearon Publishers, 1962
The basic elements of objectives and the basic procedure for writing them are found in this book.

Meeker, Mary Nacol. The Structure of Intellect: Its Interpretation and Uses. Columbus, Ohio: Merrill Publishing Co., 1969
Dr. Meeker has written a practical guide for using Dr. J. P. Guilford's structure-of-intellect theory. Educational planning, curriculum, and testing are three major emphases in the book. For the theoretical background, read The Nature of Human Intelligence by Dr. J. P. Guilford, New York: McGraw-Hill- 1967.

Parnes, Sidney and Harold Harding. A Source Book for Creative Thinking. New York: Charles Scribner's Sons, 1962.
The purpose as stated by the editors "is to provide good guides and suggestions for those who want to know more about how we think creatively and where to find more information." The book consists of selections by major authors.

Passow, A. Harry, et. al. Education of the Disadvantaged: A Book of Readings. New York: Holt, 1967
Research-based articles by psychologists, sociologists and educators. Focuses on special educational difficulties of the disadvantaged learner. Discusses teaching techniques and strategies, program development, and the task and roles for school and teacher.

Piaget, Jean. The Origins of Intelligence in Children. New York: International University Press, 1964. $8.50
Describes the development of intelligence by tracing the various manifestations of sensorimotor intelligence and the most elementary forms of expression.

Project Implode. Igniting Creative Potential. Salt Lake City, Utah: Aaron Press, 1972

Creative ideas along the lines Calvin Taylor advocates. This book can be obtained directly from Dr. Taylor at the University of Utah.

Raths, Louis E., Merrill Harmin and Sidney B. Simon. Values and Teaching: Working with Values in the Classroom. Columbus, Ohio: Charles E. Merrill Publishing Company, 1966. $3.95

Stimulating and innovative approach to values theory. Describes both a values clarifying process and instructional strategies for implementation. Stresses concept of free choice; students' actual, not self-imaged behavior; the process used to acquire values. Two other books offer more ideas for including values teaching in classrooms: Simon, Sidney B., Leland Howe, and Howard Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., Inc. 1972

Harmin, Merrill, Howard Kirschenbaum, and Sidney Simon. Clarifying Values through Subject Matter. Minneapolis: Winston Press, Inc. 1973.

Sanders, Norris. Classroom Questions: What Kinds? New York: Harper and Row, 1966. $3.50

An exploratory use of taxonomy of educational objectives in the classroom. A sequential and cumulative system for categorizing questions. Relevant to many curriculum areas.

Taylor, Calvin W., editor. Climate for Creativity. New York: Pergamon Press, 1972

This book is a collection of reports and ideas from the Seventh Creativity Research Conference where leaders in education and in industry and business gather to share their research findings. Many of the ideas are applicable to education.

Torrance, Paul. Creativity. Belmont, California: Dimensions Publishing Company in association with Fearon Publishers, 1969.

This book is especially valuable for parents and teachers working with young children. The author says that children "learn a great deal if freed to use their creative thinking abilities." He gives numerous suggestions of ways to develop creativity in the child.

Williams, Frank E. Classroom Ideas for Encouraging Thinking and Feeling. Buffalo, New York: D.O.K. Publishers, 1970. $7.50

A set of teaching strategies for six curricular areas, a set for developing in students four cognitive behaviors, a set for developing four affective behaviors. An outline of teaching modes for developing all of the above

Wurman, R. S. Yellow Pages of Learning Resources: Objectives, Principles and Curricula for Programs in the Education of Mentally Gifted Minors. . . Kindergarten thru Grade Twelve.

This book will call attention to ways of using community resources. It can be obtained from Dr. Marvin Gold, Chairman, Department of Special Education, College of Education, University of South Alabama, Mobile, Alabama 36688.

APPENDIX F

Visitation Committee Report to the Division for Exceptional Children, Gifted and Talented Section, concerning Endorsement for Certification in G&T

In the opinion of the Visitation Committee, we, at the present time, based on the evaluation process, consider _____ from administrative unit _____.

_____ meets the certification criteria established in the CBP

_____ needs to improve in the following areas to meet the criteria

Team Members

_____ Date

_____

_____

_____ Region

_____

APPENDIX G

Evaluation Form for Students

Optional: If the teacher wants student evaluations as either an aid in self-evaluation or a part of the team evaluation, this form may be used. The teacher may want to select items and develop his/her own form or use this one as it is.

A. For each item below, please indicate by circling either 5 = strongly agree, 4 = agree, 3 = no opinion, 2 = disagree, or 1 = strongly disagree. (The no opinion or 3 response indicates average performance or service.)

1.	Class activities are related to my interest and needs.	5	4	3	2	1
2.	Learning activities in my class are exciting.	5	4	3	2	1
3.	A variety of materials, books, and equipment is available for student use.	5	4	3	2	1
4.	The learning environment (setting in my room) is relaxed but organized.	5	4	3	2	1
5.	I received encouragement, support, and positive criticism from my teacher.	5	4	3	2	1
6.	My teacher is aware that I am a unique individual.	5	4	3	2	1
7.	The class activities in which I am involved help make me a better individual.	5	4	3	2	1
8.	I am given the opportunity of learning in a variety of ways that appeal to me.	5	4	3	2	1
9.	I understand the learning objectives that my teacher has for me.	5	4	3	2	1
10.	My teacher makes me want to do my best.	5	4	3	2	1
11.	The classwork and activities are a challenge to me	5	4	3	2	1
12.	I am fortunate to be in this teacher's class.	5	4	3	2	1
13.	I have an opportunity to participate in planning some learning activities.	5	4	3	2	1
14.	My teacher is willing to learn with us.	5	4	3	2	1
15.	The class actively participates in discussions.	5	4	3	2	1
16.	Students are urged to build onto what they have learned to produce something brand-new.	5	4	3	2	1

17. Using logic and reasoning processes to think through complicated problems (and prove the answer) is a major activity.	5	4	3	2	1
18. A central concern is practicing methods in life-like situations to develop skill in solving problems.	5	4	3	2	1
19. Students are encouraged to independently explore and begin new activities.	5	4	3	2	1
20. Students are encouraged to discover as many solutions to problems as possible.	5	4	3	2	1

B. From the list of adjectives listed below, please place a check (✓) before each which you believe describes your teacher.

____supportive	____tolerant
____intelligent	____kind
____devoted	____creative
____friendly	____distant
____critical	____organized
____narrow	____exciting
____warm	____lazy
____dull	____fair
____prepared	____informed
____tense	____inspiring
____unfriendly	____attractive
____sense of humor	____visionary
____flexible	____relaxed
____honest	____indifferent
____cheerful	____versatile
____easygoing	____enthusiastic
____thorough	____alert
____original	____trusting

Footnote: Items 15-20 are taken from a list compiled by Joe Steele and Earnest House, Illinois Program Evaluation Committee.